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ABSTRACT

The library program as a support to reading instruction in the primary grades is the focus of this handbook. The first section, "Philosophy and Program Implementation," stresses the key idea of integration of library and reading programs and presents specific suggestions for implementation. The second section, "Administration of the Program," offers basic guidelines and ideas for organizing programs in a variety of situations. The third section, "Materials for the Library," suggests materials of particular value to use with primary grade children who are learning to read. (LL)

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Relating Reading and the School Library Program in the Primary Grades

California State Department of Education
Sacramento, 1973

CS 002 219

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Foreword

Mark Twain once wrote that "the man who does not read good books has no advantage over the man who can't read them." James Bryce, also writing at the turn of the century, said that "the very abundance of books in our days - a stupefying and terrifying abundance - has made it more important to know how to choose. . . ."

Both of the quotations of these famous writers carry messages for us in education that are even more important today than they were in the early 1900s. We, along with the parents, have a growing responsibility to introduce children to the good books Mark Twain referred to. We have an equally demanding responsibility to teach the children how to make the selections from the "stupefying abundance" that now far exceeds what James Bryce saw in his day.

And today we must help children learn to discriminate in their selection of all types of media, not books alone. We must, in our school system, develop media centers which encourage children to inquire and explore.

I do not believe we necessarily have to spend great sums of money to create such centers for our children. It will, however, require much energy and ingenuity to make the media centers "happy places" where children can discover *for themselves* the excitement that comes from riding on a raft with Tom Sawyer or running down a yellow brick road in the

land of Oz with Dorothy or having a rendezvous at Pooh Corner with Tigger and Eeyore.

This publication offers suggestions to schools for making the media center an integral part of the reading program in the primary grades. The authors have taken a position that I fully support: "Children learn to approach reading with eagerness as they have opportunities to listen to good literary selections, to examine good illustrations, to view fine films and filmstrips [I would add television programs], and to select materials which help them perceive values, enjoy beauty and humor, and gain new ideas to share with fellow pupils, teachers, and their parents."

This publication contains several suggestions which I believe will be helpful to teachers, librarians, and school administrators as they organize and operate library programs for reinforcing classroom instruction in the primary grades and for expanding children's reading and viewing interests.

We know that lifetime habits and attitudes toward the reading of books and the viewing of films and other media are developed in the early childhood years. It is the time in life when deep impressions are made on the individual. If we are to take advantage of these natural desires to explore and inquire, we must create an environment in which children want to learn. We must create libraries of exploration with doors that open the best we have in books, films, and art for the searching minds of our children.

Wilson Riles

Superintendent of Public Instruction

Preface

An increase in the number of school districts receiving funds from various sources has created a growing need to clarify the role of librarians in the school reading program. The advent of the early childhood program, with its accent on individualized instruction, makes this clarification even more important. In response to many requests from school districts for assistance in developing library reading programs in the primary grades, a first draft of the manuscript presented here was prepared and reviewed by librarians, teachers, consultants, and administrators. That manuscript has since been revised and appears now as the present publication.

The focus of this handbook is on the library program as a support to reading instruction in the primary grades. The first section, Philosophy and Program Implementation, stresses the key idea of integration of library and reading programs and presents specific suggestions for implementation. The second section, Administration of the Program, offers basic guidelines and ideas for organizing library programs in a variety of situations. The third section, Materials for the Library, suggests materials of particular value to use with children in the primary grades who are learning to read.

Motivating children to explore the world of books is an aim of the classroom teacher, as well as the librarian.

In recent years the concept of a school library has expanded to include the provision, organization, and use of a variety of materials and activities that support the education program. With the addition of other than printed materials, the terms "media center" and "media specialist" have come into use. Media refer to printed and audiovisual forms of communication. As the concept of a school library is broadening, the more inclusive term, "media center," is gradually being used to replace the term, "library." A "media specialist" is a school librarian or other credentialed employee with specialized qualifications to work with various types of media in an instructional program. However, this publication continues to use the term "library" and "librarian" in the broad sense as they are defined in regulations adopted by the State Board of Education.

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Acknowledgments

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Philosophy and program implementation

The best library services for young children contribute to and reinforce learning experiences in all curriculum areas. Such services stimulate interest and curiosity and encourage children to inquire into areas of the world that are new to them.

For the purposes of the school reading program to be fully realized, the integration of the library program with the reading program is necessary, and to this end it is desirable that librarians and teachers work in close cooperation. Librarians should be included in the inservice programs provided for teachers and should be a part of the original planning of special reading programs. A staff that works in this cooperative manner will recognize that the librarian has responsibility for a variety of activities:

Motivating children to explore the world of books and to discover the excitement to be found in reading

Developing in children knowledge, understanding, and appreciation of literature and history of the past and present

Planning with teachers for children to have learning experiences that involve groups of various sizes and interests and that use many media

Conferring with teachers and parents to select materials within children's reading abilities and interests

Encouraging continuous evaluation of material by teachers and pupils

Encouraging establishment of libraries or media centers in schools and providing leadership for their utilization

Teachers and librarians

In an elementary school which has an adequately staffed library with a wide and varied collection of materials, teachers of reading, together with librarians, form a partnership to plan learning experiences for children. A well-planned program results in the pooling of knowledge, skill, and understanding to achieve common goals and objectives.

An effective partnership requires that specific plans be made for continuous communication. This can be achieved by scheduling time for both formal and informal individual conferences and also by providing for group planning and inservice meetings. Through these means the librarian and teacher can keep each other informed of individual children's interests and problems, and they can exchange current information pertinent to reading instruction and use of media.

Of particular value is a "beginning-of-the-year" teacher-librarian conference. General needs of the children can be discovered, and the ways in which the media center may best help meet those needs may be planned by the teacher and librarian. For this purpose librarians have found a check chart useful as a guide for establishing priorities. Through the use of the chart, teachers are made aware of services that are possible, and they are given the opportunity to make special requests. Chart I, Librarian Consultations with Teachers and Principals, which was developed by the Sacramento City Unified School District, illustrates the kind of instrument that has been useful in that district.

At the end of the year, Chart II, Teacher Evaluation of Library Program, is also a valuable form for reviewing the current year's program and for projecting plans for the next school year. Harold L. Creager, Superintendent of Coachella Elementary School District, developed this particular form.

CHART I

Librarian Consultations with Teachers and Principals

Sacramento Unified School District

Literature — Primary Grades Activities*	Even more emphasis and time are needed.	Interesting and valuable to students.	Another activity would be of more value.	Entertaining, but enough of this is already being done in classroom.	Not appropriate for level of my class.	Of no value. Waste of time for my group.
Reading of picture book stories to class by librarian						
Choral reading						
Poems, rhymes						
Riddles, humor						
Puppets						
Conversations with children						
Stories by children						
Acting out of poems or stories by children						
Filmstrips of picture stories						
Listening to recordings of poems						
Listening to recordings of stories by well known storytellers						
Book talks						
Other						

*These activities may be ranked on a priority basis, using the number 1 for the top priority item.

CHART I (Continued)

Development of Library Skills and Habits – Primary Grades Skills and habits*	Even more emphasis and time are needed.	Interesting and valuable to students.	Another activity would be of more value.	Entertaining, but enough of this is already being done in classroom.	Not appropriate for level of my class.	Of no value. Waste of time for my group.
Proper care of books and other materials						
Handling of books and other materials						
Taking books off shelves						
Putting books back on shelves						
Parts of a book						
Use and care of magazines						
Use of public library near school or use of bookmobile						
Choosing a good book						
Using encyclopedias (briefly)						
Simple lessons on card catalog for third graders						
Library use is fun						
Other						

*These skills and habits for this page may be ranked on a priority basis, using the number 1 for the top priority item.

Name _____ Date _____

Grade _____

CHART II

Teacher Evaluation of Library Program

Valley View School, Coachella, California

Grade Level _____ Date _____

Please circle the response you feel best evaluates this year's library program in terms of what it has done for you and your class.

1 = none 2 = little 3 = fair 4 = much 5 = very much

1. Has there been an increase in interest in reading?	1	2	3	4	5
2. Has there been an increase in reading ability, skills, and comprehension?	1	2	3	4	5
3. Are children asking to use the library for reference purposes?	1	2	3	4	5
4. Is there an increase in values of all reading materials?	1	2	3	4	5
5. Are children learning to take better care of physical appearance of books, returning on time, and so forth?	1	2	3	4	5
6. Are children learning to enjoy use of all library materials?	1	2	3	4	5
7. Are children learning library checkout, shelving arrangement, and other regular library procedures?	1	2	3	4	5
8. Are children becoming independent users of the library as far as use of card catalog and finding material for themselves are concerned?	1	2	3	4	5
9. Has the library program helped students in other curricular areas besides reading?	1	2	3	4	5
10. How effective has the library, as an instructional media center, been in helping you develop your curriculum?	1	2	3	4	5
11. How effective has the library, as an instructional media center, been in enabling you to use small-group, diagnostic-prescriptive teaching techniques?	1	2	3	4	5

Photo by B. R. Becker

Children in a kindergarten class at Alice Birney Elementary School, Sacramento City Unified School District, enjoy an oral reading that will stimulate their interest in viewing and eventually reading books on related topics.

Program implementation

Children learn to approach reading with eagerness as they have opportunities to listen to good literary selections, to examine good illustrations, to view fine films and filmstrips, and to select materials which help them perceive values, enjoy beauty and humor, and gain new ideas to share with fellow pupils, teachers, and their parents. Whether factual, poetic, pictorial, or auditory, library resources provide children with experiences which stimulate the imagination in the realm of fantasy and also in the world of reality. The librarian can offer guidance through the use of communication media to meet individual differences in learners by providing them with individualized approaches to learning. The librarian also seeks to supply a variety of media supportive to individual and class requirements in the instructional program. These services are an integral part of the program.

Direct service to groups of pupils may include such activities as the following:

- Providing resource materials from the library or media center to use within the classroom
- Providing opportunities to select and gain an appreciation of worthwhile resources for use by groups
- Providing different types of literary and reference materials through:
  - Oral reading and storytelling activities
  - Informal and formal dramatizations
  - Poetry and choral reading activities
  - Panel discussions about books and stories
  - Book introductions about literature and reference materials available

Direct service to individual pupils may include such activities as the following:

- Providing opportunities to expand interests by helping individuals in selecting materials from arranged displays
- Maintaining the library or center in an organized and accessible manner

Various activities and accompanying materials are next described that may be used by teachers or librarians. These activities and materials have been chosen for particular purposes, with strong emphasis on the importance of motivation. They are described in relation to certain, specific curricular objectives, but with the understanding that the suggested titles and approaches may be useful in multiple ways in teaching reading.

Motivational activities

Activities which bring different-sized groups together on different days may be planned by teachers and librarians. Some groupings are suggested on the following pages, and examples of activities appropriate to the various groups are described, some activities being described in more detail than others. Those activities described, however, are only suggestions that may be expanded in more creative ways as individual needs and inspirations arise. The group divisions to be discussed are: large group, with children going to library; large group, with librarian going to general classroom; small group, with children going to library; small group, with

librarian going to classroom of only those children in special reading programs; and individual pupils, with librarian working directly with a child or consulting with his teacher.

Large group, with children going to library

Example: Twenty roads to cat, an activity planned by the librarian

This might be planned as an activity for children who are just learning to read. The assumption is that each child can read at least two or three words. Perhaps one of them is "cat." A review of this word and other "at" sounds may have been a focus of the formal reading lesson. This game can make use of familiar words and, by stirring interest, lead to the attempted reading of more challenging words and books.

The librarian has arranged a table display which emphasizes the word "cat." If a bulletin board is not close to the table, perhaps a substitute can be made from three sides of a large cardboard box covered with bright burlap. On this is mounted the word c a t cut from pieces of fake fur. Jackets from different kinds of books about cats can be placed on the improvised board. On the table a variety of picture books about cats and kittens is available.

The books on display are the "reading roads" to learning more about cats. They are examples of the many ways to read about a special topic. Beginning with very simple books with no text, they may progress up to the fairly difficult *Cats* by Wilfrid S. Bronson, which includes technical information and directions for building a den. One may be a book of poems. One may feature holiday cats. Several folk tales may be included and perhaps books written in languages other than English. All should feature many pictures, both photographs and illustrations. Besides books and pictures, there may be equipment set up for viewing a film loop or a filmstrip on cats.

When the children first arrive, they may be seated in front of the table. The librarian talks briefly about roads and how they lead to different places to see different things. Then a discussion may follow about different books and how they tell and show different things. The librarian can point out that sometimes one may be chosen for a special reason, or another may be chosen for a very different reason. Questions might be raised, such as: Has anyone ever read about Halloween cats? Has anyone ever heard of *Puss in Boots*?

The librarian at Cathedral Oaks Elementary School, Goleta Union Elementary School District, discusses the topic of cats to stimulate interest in related reading activities.

Who knows what *el gato* means? Whose kittens have whiskers?

At this point the books should be distributed. Who would like to look at a book that shows a kitten doing tricks? Who wants to see a kitten that paints? Children are asked to trade books with their friends during their "reading pictures" time. One or two may choose to use the audiovisual material. After about 15 minutes of "reading" and sharing in soft conversation, the children are brought together as a group again. A poem or two about cats may be read, or a story, such as Margit Raedel's *Timpetoo*, may be read.

Finally children who wish may check out one of the books examined. Some will be easy enough for them to read alone; others may be taken home for a sibling or parent to read to them. The children are also invited to return at lunchtime, after school, or at another time convenient to them and their teacher.

This same technique may be used on a variety of topics – elephants, dogs, dolls, toys, cars, monkeys, food, and so forth. The possibilities are limited only by imaginative selection and the materials available.

The following books are suggested readings in relation to *cats*:

Averill, Esther. *The Fire Cat.* Evanston, Ill.: Harper & Row Pubs., 1960.
This is an *I Can Read* book of fiction featuring Pickles, a cat that is good and bad.

Baldwin, Victor and Jeanne. *The Outcast Kitten.* Los Angeles: Golden Gate Junior Books, 1970.
The authors' fascinating photos cause this book to revolve around the capers of a Siamese kitten.

Bason, Lillian. *Isabelle and the Library Cat.* New York: Lothrop, Lee & Shepard Co., 1966.
A cat and a librarian help a little girl overcome shyness in public.

Bronson, Wilfrid S. *Cats.* New York: Harcourt Brace Jovanovich, Inc., 1950.
Fascinating illustrations in this book help explain much technical information about cats. Although it is too difficult for children in primary grades, the book is a good professional and "big brother" resource.

Brown, Marcia. *Dick Whittington and His Cat.* New York: Charles Scribner's Sons, 1950.
This prize-winning version of an old and classic tale features linoleum cuts that have made the book famous.

Calhoun, Mary. *Wobble, the Witch Cat.* New York: William Morrow and Co., 1958.
A fun story of Halloween, this book tells how a grumpy cat got to the moon.

Gag, Wanda. *Millions of Cats.* New York: Coward-McCann, Inc., 1938.
A favorite for many years, this story continues to delight the "read-to-me" set.

Grabianski, Janusz. *Grabianski's Cats.* New York: Franklin Watts, Inc., 1967.
Beautiful illustrations will be "read" even though the text is difficult.

Hein, Jane Harmon. *Un Jour A La Foire.* New York: Viking Press, Inc., 1963.
Charming pictures tell this tale (text in French). An English translation appears at the end of the book.

Hurd, Edith Thacher. *Catfish.* New York: Viking Press, Inc., 1970.
Here is a daring tale about a cat who loves speed. The book will attract adventuresome children, but it may bother their mothers. This can present a vicarious outlet for mischievous ones!

Perrault, Charles. *Puss in Boots.* Cleveland: World Publishing Co., 1969.
Dating back to the seventeenth century, this French tale still delights the bold and romantic in children of all ages. Puss is not only cool he is clever.

Raedel, Margit. *Timpetoo.* Minneapolis: Carolrhoda Books, 1971.
Is this kitten useless? Even his mother has doubts until Tim comes along.

Schatz, Letta. *Whiskers, My Cat.* New York: McGraw-Hill Book Company, 1967.
Changeable moods of a pet are told through rhymes and Paul Galdone's lively drawings.

Stoutenburg, Adrien. *A Cat Is.* New York: Franklin Watts, Inc., 1971.
Wonderful, poetic words are combined in this book with delightful photos of many kinds of cats.

Sugano, Yoshikatsu. *The Kitten's Adventure.* New York: McGraw-Hill Book Company, 1971.
Stunning full-page photos tell this slight story with no text.

Trez, Alain. *El Gato Travieso.* Cleveland: World Publishing Co., 1967.
Written in Spanish first, this book contains an English translation to be read from the back of the book to the middle. The mischief-maker is a little black cat that finally finds a friend.

Large group, with librarian going to general classroom[1]

Example: Reading for fun, an activity planned by the librarian

The teacher and librarian will have had a previous conference concerning the vowel sounds on which the teacher is planning to concentrate for the next two days. They will then involve five selected pupils who will go to the library to help choose poems that can be used for each to record and add to a cassette collection. Different sounds will be accented according to the teacher's plans. For example, perhaps there will be a concentration on the "o͞o" sound and on how it differs from the "o͝o" sound.

The following is a list of some poems useful for a large-group activity:

Belloc, Hilaire. "The Dodo," in *Oh How Silly.* Edited by William Cole. New York: Viking Press, Inc., 1970.

Brownjohn, Alan. "Mole," in *Brownjohn's Beasts.* New York: Macmillan Co., 1970.

Holman, Felice. "Tiptoe," in *At the Top of My Voice.* New York: W. W. Norton & Company, Inc., 1970.

Hymes, Lucia and James. "Ohio," in *Oodles of Noodles* and *Other Hymes' Rhymes.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., Young Scott Books, 1964.

O'Neill, Mary. "Sounds of Boom," in *What Is That Sound!* New York: Atheneum Publishers, 1966.

Pope, Jessie. "Our Visit to the Zoo," in *Poetry for Summer.* Edited by Leland Jacobs. Scarsdale, N.Y.: Garrard Publishing Co., 1970.

Smith, Peter Wesley. "The Colonel Who Owned a Balloon," in *The Ombley-Gombley.* New York: Atheneum Publishers, 1971.

[1]Classroom teachers may also wish to use this approach.

Small group, with children going to library

Example: Joy in reading for the beginner, an activity planned by the librarian and the teacher

The librarian may plan with the teacher to meet with a small group of children who are beginning readers. As the children enter the room, they will find a collection of beginning-to-read books spread out upon the table for their choosing. They will then be invited to browse and choose a book that they might like to read aloud. This experience increases a child's confidence and pleasure in his ability to read new material and also reinforces the skills he has learned in the classroom with the teacher. Books for beginners are listed in the materials section of this handbook.

Small group, with librarian going to classroom of only those children in special reading programs

Example: Who drew these pictures? – an activity planned by the librarian

With this group the librarian introduces the works of specific illustrators so that children can learn to recognize them. As an extension of lessons in visual discrimination, the illustrations can add a personal quality to clues the children can get for identification of objects familiar to them. Children recognize their own houses because they have learned to look for certain characteristics that their houses have. Similarly, children can learn to recognize certain illustrations by looking for familiar objects in them.

Hopefully this activity will motivate the child who is unusually sensitive to graphic stimulation to want to "read" more books because he will be seeking both similar and contrasting types of illustrations. It is best to begin with an artist who is very easy to recognize. Robert McCloskey is an example, or "Dr. Seuss," or Maurice Sendak. The backgrounds and interests of the children need to be taken into consideration. For urban youngsters with minority backgrounds, perhaps Ezra Jack Keats would be a good choice. Brian Wildsmith, Janusz Grabianski, and Taro Yashima are other possibilities. Begin with the books themselves. Then for an enrichment activity later, more information about the illustrator may be presented. A visit by the illustrator or the showing of a related moving picture might be planned. The choice of illustrators need not be limited to those who have

received awards. Checking "runner-up" books and their illustrators may prove as profitable in planning for this activity as reviewing winners only. Consideration must be given to popular tastes among children.

Individual pupils, with librarian working directly with a child or consulting with his teacher

Example: Recharging the reluctant, an activity planned by the librarian

This may be the extending of particular attention to those children in the third grade "who can, but won't." The librarian will want to be particularly conscious of the child's emotional-social background, past failures and successes, and also his or her personal interests.

Presumably some of these children began reading at a normal pace, but for various reasons they have become disinterested. There may be ways to reawaken curiosity through use of special interests. The possibilities are especially good for those interested in science activities. There are also tie-ins to other areas of the curriculum. Some children may seek highly imaginative kinds of material; others may want just the opposite, such as "how to make" books. Probably these children will be attracted to a book that is different from the usual textbook.

If possible, the librarian might supply a related piece of realia; for example, special buttons, a yellow hat, a pair of wooden clogs, or a magnet, or perhaps the showing of a related film may be scheduled.

The following books are given as examples of those that may motivate the "reluctant" reader (not remedial) back to the magic circle of reading:

Agostinelli, Marie Enrica. *I Know Something You Don't Know.* New York: Franklin Watts, Inc., 1970.
Striking illustrations by a prize-winning Italian artist are used in an unusual guessing game. This is a good book for a child in the third grade to read to a young sibling.

Aichinger, Helga. *The Rain Man.* New York: Franklin Watts, Inc., 1970.
Here is an imaginative and funny book. Its illustrations are very "busy," but the special pupil to whom this will appeal may spend hours pouring over each page.

DeLage, Ida. *What Does a Witch Need?* Scarsdale, N.Y.: Garrard Publishing Co., 1971.
The artwork and controlled vocabulary here are similar to other

books in the Reading Shelf series, of which this is one. Those who have enjoyed the author's other witch stories will like this one, too.

Epstein, Sam and Beryl. *Who Needs Hooks?* New York: Hawthorne Books, Inc., 1970.

The vocabulary in this book is difficult, but the ideas and pictures are so much fun that they will stimulate children's efforts to read the book. Its concepts are science related.

Glerdinning, Sally. *Jimmy and Joe Meet a Halloween Witch.* Scarsdale, N.Y.: Garrard Publishing Co., 1971.

The usual fun of trick and treating is mixed with a fairly subtle pitch for developing more tolerance. This book is also helpful in the way it handles children's fears.

Johnson, Ryerson. *Let's Walk up the Wall.* New York: Holiday House, 1967.

Wonderful invitations to consider comparisons of human and animal behavior appear in this book. An easy text and exciting illustrations are combined here with challenging concepts.

Kessler, Leonard. *A Tale of Two Bicycles: Safety on Your Bike.* New York: Lothrop, Lee & Shepard Co., 1971.

A safety lesson in semistory form, this book is a bit on the didactic side, but the lesson in bike care and use may stimulate conversation after reading.

Lowery, Lawrence C. *Clouds, Rain, Clouds Again.* New York: Holt, Rinehart & Winston, Inc., 1969.

The cycle and uses of water are illustrated, with emphasis on relationships to children's activities in both urban and rural settings. Occasionally a difficult word appears, but maximum context clues are given.

Lund, Doris. *I Wonder What's Under.* New York: Parents Magazine Press, 1970.

Restless children who have trouble going to sleep may identify with this story. They are bound to enjoy the book's unusual format and illustrations.

Moery, Robert. *Kevin.* Scarsdale, N.Y.: Bradbury Press, Inc., 1970.

Every child who has tried to walk on stilts will want to hear this story. Some will try to master the words for themselves. The ideas and Eros Keith's illustrations are great fun.

Monjo, F. N. *The Drinking Gourd.* Evanston, Ill.: Harper & Row Pubs., 1969.

Here is an unusual *I Can Read Book* because of its content, which is centered on the underground railroad. The title song and poster illustrations add a mood to distinguish this book from others in this reading series.

Muller, Sonia. *Magnets.* New York: G. P. Putnam's Sons, 1970.

Children in the second grade can handle the book's vocabulary because of repetition and tie-in to "action" illustrations. Using a popular topic, this book is stimulating and contains good supplementary science reading.

Nishimaki, Kayako, and Shigeo Nakamura. *The Land of Lost Buttons*. New York: Parents Magazine Press, 1970.
This book will appeal to special, imaginative readers. Although it is longer and more difficult than other books listed, the topic and unusual plot may challenge some children to make an extra effort to read the book.

Ono, Chiyo. *Which Way, Geta?* Camden, N.J.: Thomas Nelson & Sons, 1970.
Soft illustrations help to extend the telling of a custom into a small story. Japanese-American girls especially will be stimulated to read most of the words themselves.

Rothman, Joel, and B. Roberts. *At Last to the Ocean: The Story of the Endless Cycle of Water*. New York: Crowell Collier & Macmillan, Inc., 1971.
Fascinating photographs and a minimum amount of text per page characterize this book. A repetition of some words and context clues will help children in the third grade with parts of vocabulary which are difficult. Readers with an interest in ecology should enjoy this book.

Simon, Seymour. *Wet and Dry*. New York: McGraw-Hill Book Company, 1969.
Although this book has a rather difficult text, the full-page illustrations relate to concepts presented. There is no sequence; instead a presentation is given of simple experiments, questions, and ideas to "try out."

Follow-up activities

Follow-up activities should be planned well in advance with teachers. "Traditional" roles may be changed from time to time. Sometimes the librarian may be following the teaching of a reading skill with materials for practice or activities to extend the classroom experiences. At other times motivational activities by the librarian may come first and lead into the instruction. Whichever order is followed, the activities should reinforce each other. Some suggested follow-up activities for either teachers or librarians to use are presented in the paragraphs that follow.

Art activities following storytelling

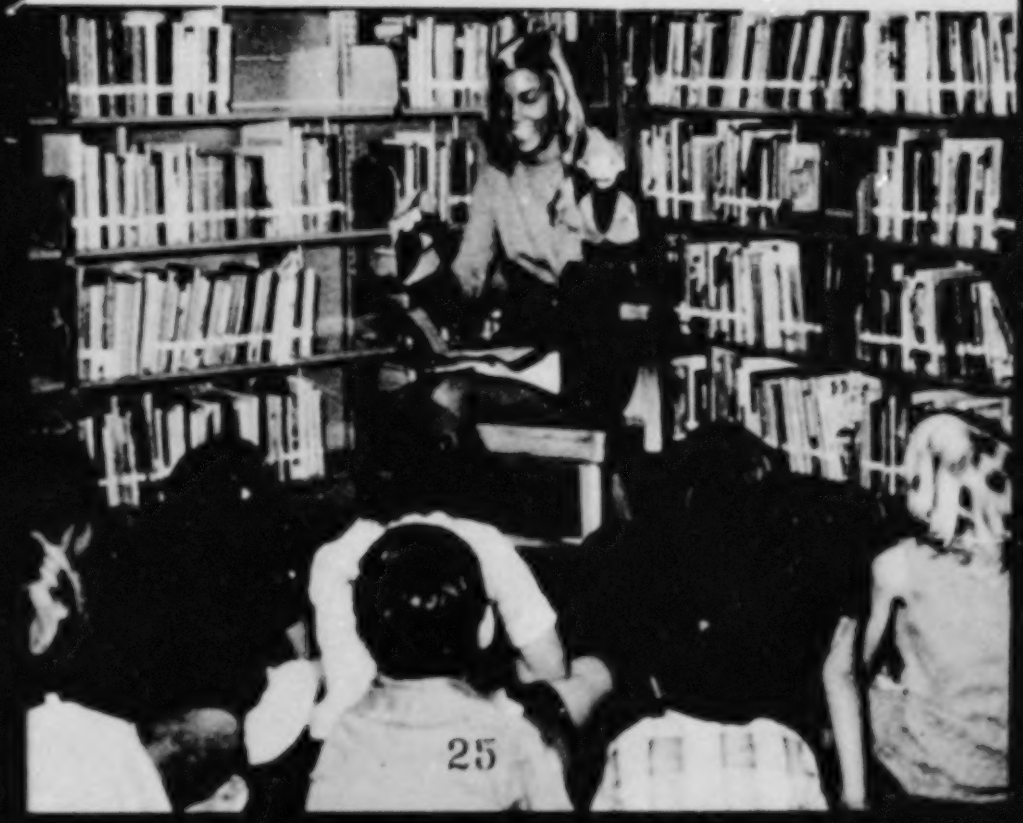
Activities need not be limited to drawing. Paint, clay, or other media may be used. Art activities are especially good if a story has been told and not read from a book. Then the child will not feel, for example, as though the tree he has imagined must look like the one he has just seen in a book.

The teacher may follow the story with the art activity in this plan, although in some situations the teacher may be a particularly skilled storyteller, and the librarian may have many special, artistic talents.

Dramatic activities following poetry

Acting out stories is a fairly common practice. Poetry can also stimulate dramatic art. This may take the form of choral reading. The simple addition of special motions or sound effects for repeated reading of the same poem can bring satisfaction, or if the poem expresses only a mood, then ways in which the body can show "joy" or "hurt" may be explored. What eye motions or finger signals does a mime use? Students from modern dance classes at a nearby high school may be invited in as special resource people to help stimulate free and expressive movements.

Hand puppets are used by the librarian at Escalona Elementary School, Norwalk-La Mirada Unified School District, for giving dramatic expression to a story.



Parade activities following reading of several picture books

Parade activities can take several forms. Children may want to choose a particular character to be in a march of storybook characters. Others may decide to create floats which depict a special scene from their favorite title. Allow as much time as possible for preparation before the big day. Include at least some music and probably refreshments of some kind. Savor the whole experience. Repeat it if the enthusiasm lasts, and then relive the whole marvel by collecting colored pictures for a book, by making a set of slides, or by producing an 8mm film. Older students in the school may become involved in this project.

Sewing activity related to special group of books

Burlap hangings with simple, felt appliques may be the culminating record of research on animals. If a child's favorite readings have been about elephants, what better way could there be to keep a pet elephant than to place a wall hanging of the elephant beside a friend's wall hanging of a lion in the library – and there to reminisce about *Elmer: The Story of a Patchwork Elephant* (David McKee, New York, McGraw-Hill Book Company, 1968).

Reading for book friends

Some days it seems that everyone – mother, father, teachers, librarians, brothers, sisters – is too busy to listen. However, a child can be anxious to demonstrate his or her skill. A suggested audience may be composed of favorite characters met in books, such as Raggedy Ann, Cinderella, Curious George, and Stevie. They may not be able to clap, but they will not interrupt either.

Mix and match game

One way to begin teaching children how to play this mix and match game is to have cutout characters similar to paper dolls which the teacher has selected from books. The title of a book may be put on a flannel board. Then from a variety of characters, the correct ones are chosen to match the title. To make the game more complex, two titles are used next. Eventually the librarian or teacher may use five or even six titles, and words may be gradually substituted for the cutout characters. Children themselves may suggest variations.

This mix and match game is an activity which either member of the librarian-teacher team may use. It may start in the library, or it may be a seat game that an individual child plays in the room following storybook periods in the library.

Ideas for enrichment activities

Ideas for enrichment activities can be used in relation to several groups of children. Some of the suggested ideas or variations of them might be tried at several schools. They are of broad enough scope to be of interest in relation to all reading programs or of a special-event nature that would not necessarily need to precede or follow a specific lesson. Some advanced, cooperative planning is needed, but of a slightly different kind from that described in the preceding section. Ideas to be discussed for enrichment activities include the following: Authors are real people; How are books made? Our librarian plays a cello; and A saddle in the library?

Authors are real people

The librarian might make arrangements for an author to come to the school to visit. A storybook author who is willing to do chalk drawings as he or she talks is sometimes available. Groups should be small, and the visit with each group should be short.

If arrangements can be made for the sale of personal copies of books (paperbacks are especially desirable), personal autographing could be a part of the activity. Most authors or illustrators who are willing to speak to children in primary grades know what is appropriate to say to this age group. They may tell funny little anecdotes about themselves, describe young relatives, or tell about their reading experiences when they were young. The children should be given opportunities to ask a few questions of their own and to react to the authors' works in an open way. They may wish to prepare some kind of gift or picture to present to authors or illustrators who visit them.

How are books made?

Book production is an activity that could be handled by a medium- or large-sized group, probably most suitable for children in the third grade. The activity could be planned as a presentation by the librarian, who might repeat the same session with different classes or at different schools.

At this point only an introduction to the physical aspect of book production should be made, and it should relate to the creative processes involved. Children should first have had some study of authors and illustrators.

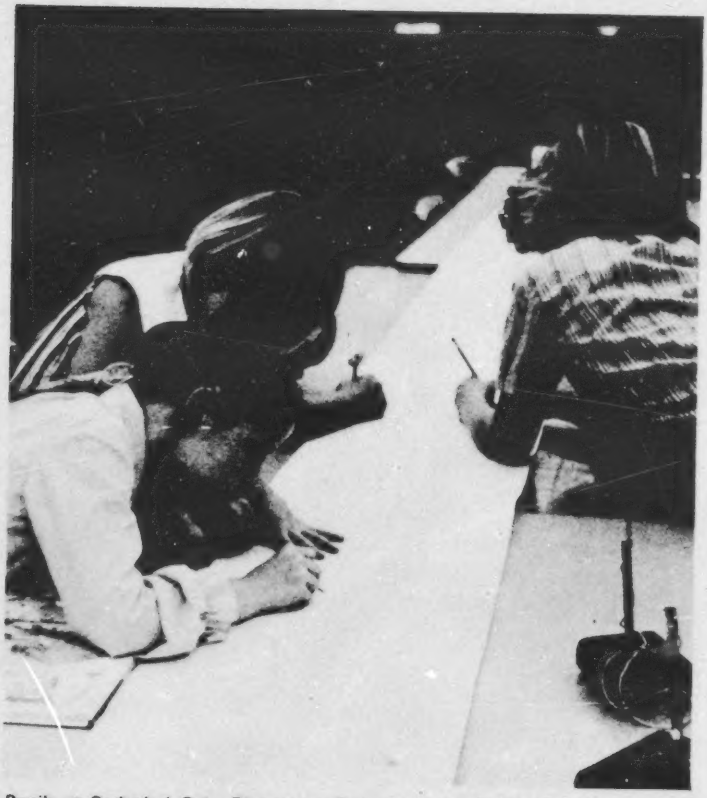
The librarian may wish to have large sheets of paper available to show how they are folded into smaller sheets for paging (signatures) and numbering (folios). Children are often fascinated in trying to do this themselves. Different qualities of paper, printing, and samples of type would be of interest. Anabel Dean's *About Paper* (Chicago, Melmont Publishers, Inc., 1968) is simple enough to use for showing illustrations and for reading some explanations about paper. A variety of book jackets may be passed around and discussed.

Next the pupils themselves could attempt a bookmaking project. It might encompass several lessons, including creative listening, creative writing, and cover designing. It could also involve photography lessons.

Another activity to follow might be a similar study of how filmstrips or moving pictures are produced. Again pupils could later be involved in their own productions. All of the mentioned activities will enhance appreciation of media, not only from a standpoint of content but also in terms of care and usage.

Our librarian plays a cello

A flute or some other musical instrument can be substituted for the cello. Guitars and banjos are most portable and helpful in getting the children involved. Possibly librarians can turn to the community or the local college for resource persons. They may have to rely on a recording, and fortunately many records, tapes, and cassettes are now available. How does this relate to reading? There are some delightful picture books now available which combine folk rhymes, ballads, and pioneer songs with humorous illustrations. Most of these feature only one of two lines of text per page. By hearing and learning the song first, children find it easier to conquer the difficult words that are a part of the song. This practice will also help children prepare to read words of songs at regular music periods and to enjoy ballads and other poetry later. Older brothers or sisters may discover similar, more difficult songs that they may teach their siblings.



Pupils at Cathedral Oaks Elementary School, Goleta Union Elementary School District, are involved in such enrichment activities as writing scripts and drawing illustrations for a simulated television presentation.

Suggested books for this activity include the following:

Abisch, Roz, and Boche Kaplan. *Sweet Betsy from Pike.* New York: McCall Books, 1970.

This book also offers marvelous opportunity for related art and sewing activities.

Aliki. *Hush Little Baby.* New York: Prentice-Hall, Inc., 1968.

DeRegniers, Beatrice Schenk. *Catch a Little Fox.* New York: Seabury Press, Inc., 1970.

Langner, Nola. *Miss Lucy.* New York: Macmillan Co., 1969.

Preston, Edna Mitchell. *Pop Corn and Ma Goodness.* New York: Viking Press, Inc., 1969.

Rounds, Glen. *The Strawberry Roan.* Los Angeles: Golden Gate Junior Books, 1970.

A saddle in the library?

Yes! A real western saddle can be used for a month of joyful journeys by all reading and riding enthusiasts. This might serve as an introduction to stories about horses, or it might be used in relation to some of Glen Rounds' books or tales of Pecos Bill.

At another time a round table and two lattice chairs may be borrowed from a local, old-fashioned ice cream parlor. Perhaps a trucking firm will lend a truck-sized inner tube. Can an engineer-father round up some surveying equipment? Who will lend an oaken bucket or a steamer trunk? What about a treadle sewing machine? One teacher made use of a real motorcycle.

The idea is to have something large and unexpected, something that adults may not associate with reading, but which will emphasize to youngsters that the library is an exciting place in which they can make discoveries about the world.

Listening and watching are combined enrichment activities for small groups of pupils at the listening center at Escalona Elementary School, Norwalk-La Mirada Unified School District.

Pupils at Birch Lane Elementary School, Davis Joint Unified School District, develop library skills by watching a filmstrip and listening to an accompanying story.

Library skills in primary grades

Visiting and using the library are the best ways for children to acquire skills in its use. Beginning in kindergarten and grade one, visits filled with delightful and curiosity-arousing experiences with picture books, tapes, models, and other media can spur children to a continued interest in searching for the knowledge and pleasure to be found in written and spoken records of man's activities. Locating the materials and caring for them in these grades are first steps toward the more sophisticated library skills that will be developed later. If children in these grades are interested, they can learn to use simple audiovisual equipment and materials independently.

In grades two and three, skills in locating and using a variety of materials increase. Books can be recognized, fiction and nonfiction can be differentiated, and authors can begin to be noted. Ability to make appropriate self-selections grows with the acquisition of these skills. Recognition of subject areas, the use of alphabetization, together with the growing power to read, can give children the freedom to explore and use the materials as tools for learning.

Administration of the program

A library or media center program may be defined as a group of related activities consisting of a combination of personnel, space, materials, equipment, supplies, and services which operate together to support the educational program of a school. The successful implementation of such a program is dependent upon its integration with the instructional program in support of the philosophy, goals, and objectives of the school. A library program becomes unified with the education program only through the cooperative efforts of all the people involved in instruction.

As the instructional leader, the principal of the school is responsible for a plan of operation that will achieve the school's established goals and objectives. The library has an important contribution to make, but its maximum effectiveness depends on the incorporation of services in the organization and operation of the school.

Patterns of organization and operation vary widely from school to school and district to district, depending upon size, financial resources, leadership of the administration, and the values held for education by the community. Just as these factors shape the school program, the school in turn shapes the library program. Schools with nongraded plans, team-

teaching organization, or a prevailing influence of individualization require programs different from schools with a self-contained classroom organization.

Although the diversity among schools is great, those with effective programs are found to have some of the following administrative characteristics in common:

School librarians are involved in planning and inservice activities with teachers.

Can a school librarian plan media support for the reading program without knowing the instructional objectives and how they are to be achieved?

Lines of authority are understood.

To whom do school librarians report – the district librarian, the school principal, or the curriculum director?

Responsibilities are clearly defined, and expectations for the program are understood.

If children need to see reading as a more rewarding experience, do the teacher and librarian together make plans to help them?

Channels of communication are established and open.

Is the librarian aware of areas being studied in classrooms? Are teachers familiar with all materials available in the center?

Priorities are established to provide guidance where conflicts of time and interest occur.

Is it more important for a librarian to keep the library open for pupil use or to attend a teachers' meeting?

A librarian who is attempting to serve more than one school has special needs for orientation to each school and must depend upon the principal to help plan the best utilization of the limited time available to any one school. Serving more than one school poses many problems for a librarian to become truly involved in any one of the programs.

Library services are often evaluated in terms of published standards because provisions for personnel, space, and materials are so basic to the program. However, more effective evaluation includes consideration of the role of the program in instruction and the assessment of how well the needs of pupils and teachers are being fulfilled. It is essential to either improvement of poor services or maintenance of superior

A pupil in the Stockton City Unified School District locates on a globe the place he is reading about in his geography book.

services to develop both short- and long-range plans for the program. Even the best program must have continuing support to provide for replacement of materials that are worn out, lost, or obsolete and to accommodate for change in the educational curriculum. Plans are also necessary to establish or maintain balanced development among personnel, facilities, and materials. The various published standards that are available may be used both as tools for evaluation and as planning guides.

Standards are commonly based on the experience and professional judgment of representative groups of interested people, including not only professional media specialists but also concerned members of other professions and groups. One professional publication[2] indicates that for a minimum program a K-6 elementary school with an enrollment of approximately 500 should have:

Professional (credentialed) personnel: one full-time.
Classified personnel: one full-time and one half-time.

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[2]These quantities are summarized from an application to a typical-sized elementary school of the recommendations for a Phase I program in *Standards for the Development of School Media Programs in California.* Prepared by a Joint Committee, California Association of School Librarians and Audio-Visual Education Association of California. Burlingame, Calif.: CASL, 1970.

Materials: 13,500 books – not including 16mm motion pictures, video tape recordings, pamphlets, and others – should be available.

Equipment: There should be equipment adequate in number in relation to available material for ready accessibility in the media center and throughout the school wherever needed. This would include record and/or tape players, filmstrip projectors, opaque projectors, and other equipment specifically needed for materials at hand.

Facilities: 4,500 sq. ft. of space should be available, though not necessarily in one media center. This may include resource centers, for example, or other space where media are housed and used.

Adaptations to local resources and needs

Presently few schools in California have sufficient personnel, the variety of materials, and adequate space to exemplify a good program, as defined by the CASL-AVEAC (California Association of School Librarians and Audio-Visual Education Association of California) standards. Many schools fall short of even the basic program, particularly in the provisions for staffing. Minimum standards require at least one full-time, credentialed media specialist for each school. As a result of the many substandard programs in existence, it is possible to observe many ways in which schools have made a compromise between the needed services and the available staff time.

The study of many elementary school library programs indicates that most success occurs when funds are allocated to achieve balanced growth in personnel to match expansion of materials collections. When a staff is too small to enable optimum services for children and teachers, there must be constant definition and assignment of priorities to provide the maximum possible time for personal involvement of people with media.

The following suggestions for the assignment of elementary librarians are drawn from observations of many compromises between what should be and what is:

It is better to assign a librarian to only two schools (possibly three if the schools are very small) than to assign so many schools that no one person can possibly make an effective contribution to the instructional program. The person attempting to serve five or more schools is defeated by numbers.

If one librarian is assigned to more than two schools, the time available in any one school will be most profitably used in working with teachers by assisting them in selecting and using materials with children; only occasional contact with groups of children may be expected; little individualized reading guidance for pupils is possible.

It is better to schedule the librarian's time with children on the basis of curricular needs than to schedule classes for regular short-time visits. Teaching "library skills" to a total class group for 20 minutes once a week is seldom a very profitable use of time.

Research on individualized reading instruction shows that children are able to practice self-selection of reading materials that are suitable to themselves with amazing success; it is therefore feasible to permit independent choice of materials from a well-designed materials collection in the absence of the librarian.[3] Poor guidance may be worse than none.

The assignment of librarians should take into consideration the time required to travel between schools.

Immediate availability of a variety of materials is essential to the efficient utilization of time; the librarian whose time is spent collecting books from various locations (district or county center, public library, or another school) and serving as a deliveryman is not being utilized as a professional person.

Arrangements should be made so that materials ready for use will be delivered to schools. Cataloging and processing services are available from various sources such as school districts or offices of county superintendents of schools and commercial firms.

Every effort should be directed toward relieving librarians in elementary schools of the routine tasks of operating a school library center by providing the assistance of

[3]Education Code provisions relating to the supervision of pupils by credentialed personnel must be followed.

technicians, clerks, aides, and possibly volunteers from the community. In a viable program there is opportunity to delegate tasks appropriate to the abilities of every person available, but managing a number and variety of people so that each makes his best contribution to the program requires skill and time. For instance, there may be a volunteer who excels in storytelling. However, stories to be told should be selected with the guidance of a professional person who knows the characteristics of the children who are to listen, as well as the content of the stories, and who can plan a story hour to achieve a defined purpose compatible with instructional objectives.

Children may help with such tasks as checking out materials to other children, and older pupils can help younger ones. Professional judgment is necessary to plan for such participation so that it will always be a learning experience.

It is essential that each school district have an adopted policy which establishes criteria for the evaluation and selection of materials. The selection of each item that is to be incorporated in a school materials collection is a professional responsibility. Each item of material should be chosen to contribute to achieving an instructional objective.

Ruthless weeding of noncontributing items from the materials collection demands the exercise of professional judgment and is essential to a live collection of materials.

The best use of a librarian's time occurs only when it is possible to establish a growing relationship with the pupils and teachers based on the mutual good feeling, understanding, and communication that develops among them from working together.

Staff relationships

Since the success of the program depends upon staff cooperation, the superintendent of the district has a responsibility for seeing that all participants – children, teachers, librarians, and parents – understand the role that the librarians will play in the total school reading program. He or she will need to clarify the school library staff relationships to

the district librarian, district consultants, and school principals. Time must be allowed for librarians, special teachers, and classroom teachers to experiment with and develop ways of working that offer the greatest success for motivating the particular children in that district to read a variety of materials. The superintendent should call upon librarians and teachers for information on the progress of the school reading program. He will report on the progress to the school board.

The principal's responsibilities parallel those of the superintendent, but at the school level rather than at the district level. When a librarian serves in more than one school, the principals should coordinate schedules. Librarians should keep principals informed of media needs of the school for the reading program.

In a situation where there is a district librarian, the primary school librarian may find assistance from the district librarian in learning the resources and general policies of the district, as well as finding opportunities for inservice training. In turn, the librarian can provide information about the special needs of children in the primary grades and about teachers in his school. He can also offer suggestions for continuous planning from year to year.

A pupil at Birch Lane Elementary School, Davis Joint Unified School District, develops reading skills by listening to a tape recording of what he is reading.

School and district staff should be continuously seeking ways of coordinating library and curriculum inservice activities that will support and reinforce each other. In this way the reading curriculum becomes a richer experience for young children. The children are the focus of the librarian's efforts, and it is by working directly with them and with teachers in ways similar to those described in the suggested activities sections of this publication that the librarian can achieve the most effective results. The best working relationships occur when the administration facilitates and encourages cooperation of all staff members for a productive library plan.

Facilities for children in primary grades

In California it is possible to find any one of the following arrangements for library or media centers in schools:

A library or media center of ample size and fully equipped
A center in each school, but a lack of sufficient equipment
School library rooms that are also used for other purposes
A central school library depository room that cannot accommodate groups of children
Library book collections housed in small types of storage rooms to be used for after-hours circulation
Library collections of minimal size found in regular classroom reading areas

Federal money used for purchasing school library resources has greatly increased the size and variety of book collections and other media, but little has been done to finance the storage, housing, or facilities to handle these materials. Innovative administrators have attempted to adapt their building facilities to meet the need for more library space. The expansion of the reading program under the Miller-Unruh Basic Reading Act added another dimension to the school program and with it a need for additional facilities. Careful school planning with present state footage allotments is imperative.

The American Library Association and the National Education Association have issued a helpful guide in their

publication called *Standards for School Media Programs*.[4] It has been of assistance to administrators and school planners in designing new or renovating old facilities. The *Standards for the Development of School Media Programs in California* augments the national standards in serving as a guide to plan adequately for school library programs.

Some features of the library, or special wing of the library set up for children in the primary grades, are unique for that age group. For instance, shelving in order to satisfy the needs of younger children should include some of the following:

Counter height units with two or three shelves, allowing for a height of 14 inches between shelves to accommodate the large-sized picture books. Shelf depth should be at least 12 inches, or the oversized primary books will overhang the shelf.

A great convenience in shelving books is achieved by having slotted shelves for primary picture books. These books tend to be thin and large and become a problem to youngsters when they fall over easily as they are drawn out or returned. If slotted shelves are not possible, then it should be noted that oversized metal book ends with cork bottoms are needed to support the large books.

Portable miniature book racks are desirable for exceptionally small books (as Warne's edition of Potter's *Tale of Peter Rabbit*). These may be located on tables or counter tops. Primary children enjoy the many miniature books produced specifically for their small hands.

It is especially important to a library for children in the primary grades to have small-scaled furniture – chairs that are comfortable for young children and tables that are of a height conducive for reading and looking at books or other materials. Occasionally a rocking chair of small size adds to the enjoyment of reading in the special primary area of the library. Some libraries for younger children include sloping reading tables that are particularly designed for ease in handling large picture books.

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[4] *Standards for School Media Programs*. Prepared by American Association of School Librarians and the Department of Audio-Visual Instruction of the National Education Association. Chicago: American Library Association, 1969.

One built-in feature that has great appeal for primary children is a window seat, where this is possible. Sometimes one will find an area that is elevated or depressed where children may sit on steps provided by this arrangement. The area may be identified for certain activities, such as story-telling, puppet shows, or the presentation of visual materials.

Carpeting is effective in the primary area since most children enjoy reading and looking at books on the floor.

The librarian at La Rosa Elementary School, Temple City Unified School District, helps individual pupils write their own stories and make accompanying illustrations.

When carpeting is unattainable, large floor cushions may be supplied. Some librarians visit carpet dealers and obtain sample squares of carpeting. From these each child chooses his own "magic carpet" when he comes to the library. The squares are easily stacked and stored out of the way when they are not in use.

A double-shelved booktruck should be available for young children to return books they have decided not to check out and also as a place to return checked-out books.

Other accessories that add interest and value are adequate bulletin board space to illustrate and enhance the literature in the collection; live plants and an aquarium are added attractions to the environment. An easy-to-handle puppet theater and puppets are excellent for children to use for hearing their voices in the world of pretend. The pretending may be modeled after characters in a book or characters in an original story by children. Many of the new cassette players and filmstrip viewers are very simple to operate and almost impossible to damage. This type of equipment should be readily available, together with materials for use by children. Larger projectors and audio equipment should be easily accessible for use by librarian and teacher. If transportation can be arranged, some schools permit children to borrow large equipment for home use.

To many young children a visit to the library is an exciting experience which they look forward to repeating many times. Reading teachers who make "special" trips to the library with their assigned pupils find that these trips serve as additional motivation to reading and enjoying other forms of communication.

Useful references for administrators and staff

Various references can be useful for administrators and staff. The following articles and books discussed are suggested readings:

Cyr, Helen, interviewing Joyce Martin, librarian. "New Directions: Sobrante Park Two Years Later," *California School Libraries*, XLII, No. 3 (spring, 1971), 5-8.

Joyce Martin's description of the way in which library skills are

learned by young children at Sobrante Park provides a model for other media centers or libraries.

Fenwick, Sara Innis. "Getting Along with Reading Teachers," *Wilson Library Bulletin*, XLV, No. 3 (November, 1970), 273-277.

Dr. Fenwick aptly states that the most important needs of reading teachers that can be supplied by librarians are "more books where students can find them at arm's length . . . , more 'open door' hours in the library . . . , more help and time for individual students in selecting reading materials . . . , more flexibility in borrowing rules . . . , more book talks or story telling . . . , more books and other media purchased on request by reading specialist." She points out two distinct fallacies about children's reading in other than text and programmed materials: (1) "Library books" are "recreational reading" and should be reserved for home reading or when all other assignments are finished; and (2) "Good " books are difficult to read, and readers begin with books of lesser quality or simplified versions. Both of these points are clearly refuted by the author.

Learning to Use Media. Madison, Wisc.: Wisconsin Department of Public Instruction, 1970.

This useful booklet outlines sequential development of library skills. It contains attractive illustrations.

Spache, George D. *Good Reading for Poor Readers* (Revised edition). Scarsdale, N.Y.: Garrard Publishing Co., 1970.

The sixth edition of Dr. Spache's popular reference for reading teachers is concerned entirely with materials to use with reluctant readers. In the preface he states that actual experience with particular books is the basis for his selection rather than lists from review opinions. Chapter titles suggest the kinds of assistance to be found in the book: Chapter II, "Choosing the Right Type of Book"; Chapter III, "Using Books to Help Solve Children's Problems"; Chapter V, "Trade Books Useful for Poor Readers"; Chapter VIII, "Magazines and Newspapers"; Chapter IX, "Series Books"; and Chapter X, "Book Clubs."

Stauffer, Russell G. "A Reading Teacher's Dream Come True," *Wilson Library Bulletin*, XLV, No. 3 (November, 1970), 285-292.

In this article Dr. Stauffer develops the point that no reading competency can be acquired in a single book or series of books alone. Teachers must motivate students to make extensive use of the library, and teachers can play an active part in the selection of materials for the library. Dr. Stauffer presents ten points for the teacher's role in making the library a strong extension of the classroom. Emphasis on the need for libraries equipped with adequate materials and full-time personnel is stated by Dr. Stauffer: "More than ever before, it is necessary that in the schools of today pupils may spend at least two-thirds of their time in libraries and laboratories."

Materials for the library*

Long ago David Russell said, "All studies of children's reading preferences indicate that they will read what is accessible to them. Making a variety of books and other reading materials available to all children is one of the first responsibilities of the teacher and other school authorities. The usual way of making such provision is, of course, in the school library."[5]

The concept of the library has expanded to include many new kinds of media, and the title "library" is in the process of changing to media center, but the selection of books and other media of communication remains a crucial responsibility of school authorities. A well-balanced reading program provides for development of oral language, social maturity, and emotional maturity, as well as intellectual stimulation. Materials for the library must be selected in terms of their value in all these areas of development. The remainder of this section contains listings of books and other media suggested for use in the library.

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[5] Russell, David H. *Children Learn to Read.* New York: Ginn and Co., 1949.

Selected books for beginning readers

Beim, Jerrold. *Smallest Boy in the Class.* New York: William Morrow and Co., 1949.

Benchley, Nathaniel. *The Strange Disappearance of Arthur Cluck (I Can Read Mystery Books).* New York: Harper & Row Pubs., 1967.

Eastman, Philip D. *Go, Dog, Go!* New York: Beginner Books, 1961.

Guilfoile, Elizabeth. *Nobody Listens to Andrew.* Chicago: Follett Publishing Co., 1957.

Hoff, Syd. *Danny and the Dinosaur.* New York: Harper & Row Pubs., 1958.

Hoff, Syd. *Who Will Be My Friends? (Early I Can Read Books).* Evanston, Ill.: Harper & Row Pubs., 1960.

Hurd, Edith Thacher. *Last One Home Is a Green Pig (I Can Read Books).* Evanston, Ill.: Harper & Row Pubs., 1959.

Miller, Patricia K., and Iran L. Seligman. *Big Frogs, Little Frogs.* New York: Holt, Rinehart & Winston, Inc., 1963.

Minarik, Else Homelund. *Little Bear's Friend (I Can Read Books).* Evanston, Ill.: Harper & Row Pubs., 1960.

Selsam, Millicent E. *Tony's Birds (Science I Can Read Books).* Evanston, Ill.: Harper & Row Pubs., 1961.

Taylor, Sydney. *The Dog Who Came to Dinner.* (Follett *Beginning-to-Read Book*). Chicago: Follett Publishing Co., 1966.

Selected books for development of reading readiness

Dunn, Phoebe and Tris. *Animal Friends.* Words by Judy Dunn. Mankato, Minn.: Creative Educational Society, Inc., 1971.
Tenderness toward animal pets and the need to take care of these pets are emphasized by the text and by the photographs.

Hoban, Russell. *A Bargain for Frances (I Can Read Books).* Pictures by Lilian Hoban. New York: Harper & Row Pubs., 1970.
Frances learns to be friends with Thelma without allowing herself to be exploited.

Myller, Lois. *No, No.* Pictures by Cyndy Zaekeres. New York: Simon and Schuster, Inc., 1971.
Two hedgehogs graphically illustrate children's activities which often endanger life and limb.

Yabuki, Seiji. *I Love the Morning.* New York: World Publishing Co., 1969.
Crayon drawings which resemble children's art capture the happy mood a small child feels about his daily activities.

The following books have no printed text but may be used to stimulate language development and to help children understand the sequence of a story:

Alexander, Martha. *Out! Out! Out!* New York: Dial Press, 1968.
A pigeon flies in the window; the result is chaos for adults and fun

for children. The humor will help the nonverbal child both to talk and to develop a sense of sequence.

Carroll, Ruth. *The Chimp and the Clown.* New York: Henry Z. Walck, Inc., 1968.

This is zaney! It is probably best for children in third grade, though more mature, younger ones will be able to follow the antics of the chimpanzee. A real rib tickler for children who are part clown and chimpanzee themselves.

Mari, Iela. *The Magic Balloon.* New York: S. G. Phillips, Inc., 1967.

Starting with the ever-popular concept of a red balloon, the artist takes the sphere into other forms which should help the very young to verbalize about shapes and forms. The book is simple in both format and concepts.

Meyer, Mercer. *Frog, Where Are You?* New York: Dial Press, 1969.

A sequel to *A Dog and A Frog,* this book is even livelier and funnier. The series of adventures capture the mood both of "the chase" and affection between the hunters (boy and dog). The book has an ending which is just right for the story.

Wildsmith, Brian. *Brian Wildsmith's Circus.* New York: Franklin Watts, Inc., 1970.

All the brilliance of this well-known illustrator's work has gone into the large, colorful scenes of people and animals in action. This is an especially good book to motivate discussion about "Do you remember?" It is suitable for a wide range of ages.

This 16mm film projector is an added feature of the library at Escalona Elementary School, Norwalk-La Mirada Unified School District.

Selected books for audio discrimination

Identified topics about which librarians should be seeking materials include: long vowel sounds, short vowel sounds, beginning consonants, consonant blends, rhyming sounds, and word variants. Suitable books for these topics are listed below.

Patric, Gloria. *This Is.* Minneapolis: Carolrhoda Books, 1970.
Extremely simple illustrations and the easy vocabulary of this book are good for use in practice of rhyming.

Rand, Ann. *Listen! Listen!* New York: Harcourt Brace Jovanovich, Inc., 1970.
Imaginative pictures are keyed to specific words; e.g., roar. Nonsense rhymes comprise a large part of the text.

Whitney, David. *Skippy the Skunk.* New York: Franklin Watts, Inc., 1968.
The plot of this book is somewhat contrived to put emphasis on the "sk" sound. The book is suitable mainly for children in the upper second to beginning third grade level.

Wiest, Robert and Claire. *Some Frogs Have Their Own Rocks.* Chicago: Childrens Press, Inc., 1970.
Rhyming sounds are presented in a simple text. The illustrations match the mood of subtle humor.

Selected books for visual discrimination

Identified topics about which librarians should be seeking materials include: general shapes, likenesses and differences, sizes, and colors. Suitable books for these topics are listed below.

Davor, Ashok. *Talking Words: A Unique Alphabet Book.* Indianapolis: Bobbs-Merrill Company, Inc., 1969.
This book is well subtitled with truly exciting expressions of the significant quality of each object chosen to represent a letter. The book has an excellent art supplement and also a good introduction to concepts.

Hoban, Tana. *Shapes and Things.* New York: Macmillan Co., 1970.
There is no text for this book. Unusual photographic techniques combined with an imaginative use of everyday objects make this a recommended book.

Hutchins, Pat. *Changes, Changes.* New York: Macmillan Co., 1971.
This book's imaginative use of blocks in pictures could stimulate the development of motor skills.

Selected books for left to right eye progression

Abisch, Roz. *The Shoe for Your Left Foot Won't Fit on Your Right.* New York: McCall Books, 1970.
Illustrations play a key part in this book's progression from simple exercises to gamelike questions at the end. Directions are included for making left- and right-handed mittens.

Littell, Robert. *Left & Right with Lion & Ryan.* New York: Cowles Educational Books, Inc., 1969.
This book is excellent for reading aloud, and the format offers an opportunity for good practice. The plot and pictures are fun, too.

Stanek, Muriel. *Left, Right, Left, Right.* Chicago: Albert Whitman & Co., 1969.
Grandmother's secret may help seven-year-olds who still are having trouble with directions. Here is a warm story with a plot.

A selected book for sequence

Krieger, David. *Too Many Stones.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., Young Scott Books, 1970.
Somewhat of a spoof, this book has fun handling a common childhood problem. The illustrations fit the mood perfectly and add good context clues.

Other media

Sets of materials, including filmstrips and recordings (disc, reel-to-reel, and cassette), were viewed by committee members and discussed with teachers and librarians. Because of the uneven quality of materials within sets, it was difficult to recommend specific titles. Instead, the general guidelines for selection agreed upon are the following:

It is important to preview materials before purchasing them. Many of the "skills" sets are colorful and fun, and they could be used effectively, but they are expensive in relation to teacher-produced materials.

In general, the best *first* purchases are recordings which correlate with children's literature, for example, the *Prime-O-Tec* sets (two sets, nine titles, developed by William C. Jordan, Doubleday & Company, Inc., New York), such as Marjorie Flack's *Angus and the Cat,* 1961, and Ezra J. Keats' *Peter's Chair* (New York, Harper & Row, Publishers, 1967) have been found useful.

Large study prints are of value at all levels of readiness activities. Among these study prints are ones to be found in the *Animal Babies* sets, which is part of a series entitled *Introducing Animals* (Edward S. Ross, adviser, New York, McGraw-Hill Book Company, n.d.), and in the *Mother Goose Song Kit* (edited by Beth Clure and Lucille Wood, Glendale, Calif., Bowmar, 1972).

An increasing number of recordings of poetry and other sounds of language that will be useful in developing audio awareness and appreciation is being produced, including various recordings from Caedmon[6] (many now available in cassette form), such as Eve Merriam's *Catch a Little Rhyme. Rhythms to Reading* (edited by Lucille Wood, Glendale, Calif., Bowmar, n.d.) combines sounds and exciting calendar prints.

It may be a fallacy to assume that the mere transfer of a page from a children's picture book to a filmstrip will enhance the learning experience. The sound recordings that accompany the filmstrip provide reinforcement, but pupil interest must be carefully observed in regard to filmstrips which are merely still duplications of pages, particularly if the books themselves have large, attractive illustrations. Budgets must also be a consideration. Some sources of filmstrips are Weston Woods and Bowmar. Recently the *New York Times*, Miller-Brody, and Guidance Associates have made new additions.

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[6]Caedmon Records, Inc., 505 Eighth Ave., New York, N.Y. 10018.

Appendix

This learning experience involves an older child reading a story aloud to a group of younger children at De Anza Elementary School, Palo Alto City Unified School District.

State Board regulations for school library services, adopted March, 1972

A resolution was made by the State Board of Education to add Chapter 3 (commencing with Article 1 composed of sections 16040-16043) to Division 16, Part 1, Title 5, California Administrative Code, relating to school library services as follows:

Be it resolved by the State Board of Education, acting under the authority of and implementing, interpreting, or making specific Education Code Section 7050.1, and pursuant to the Administrative Procedure Act, that:

Section 1. Chapter 3 (commencing with Article 1 composed of sections 16040-16043) is added to Division 16 of Title 5, California Administrative Code, to read:

CHAPTER 3. SCHOOL LIBRARIES

Article 1. School Library Services

16040. Definitions. (a) "School library services" include, but are not limited to, the provision, organization, and utilization of materials and related activities supportive of the educational requirements prescribed by law and by the school districts.

(b) "A School Library Program" may be identified by each school district by any title which is descriptive of its function.

16041. Content of School Libraries. Each school district may provide in its libraries books, reference books, periodicals, photographs, pictorial or graphic works, maps, charts, globes, sound recordings, films, filmstrips, kinescopes, video tapes, or other printed or audiovisual materials approved for use in the schools by the governing board pursuant to Chapter 12 (commencing with Section 7050) of Division 6 of the Education Code.

16042. Services for Pupils and Teachers. Opportunity is to be afforded pupils to borrow school library materials at no charge for use in the district's libraries, classrooms and out-of-school. A school district shall make no charge for the late return of library materials unless authorized to do so by the governing board of such district. Pupils and teachers are assisted in the selection and use of school library materials.

16043. Duties of Library Personnel. Persons employed by a school district as school librarians, assisted by other certificated personnel where deemed necessary, are responsible to perform the duties assigned by the school district governing board, including, but not limited to, supplementing classroom instruction, helping and instructing pupils in the choice and use of library materials, planning and coordinating school library programs with the instructional

programs of a school district, selecting materials for school libraries, and conducting a planned course of instruction for those pupils who assist in the operation of school libraries, subject to such policies, rules and regulations as may be established by the governing board for the operation and utilization of school libraries. Classified personnel assigned school library duties are to be under the supervision of certificated personnel; instructional aides assigned to school libraries are subject to the provisions of Education Code Sections 13599 through 13599.9; pupils are under the supervision of certificated personnel.

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